

Missouri Assessment Program Spring 2003

Social Studies

Released Items

Grade 11

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Illustration of typesetters working at a printing press used by permission of The Granger Collection, New York.



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Directions

Use your own knowledge and the information in the painting to do Numbers 5 through 7.

THE PRINTING PRESS



The Granger Collection

The painting above shows how people worked with the printing press during the Renaissance. Johann Gutenberg is usually credited as being the inventor of this form of printing in Europe.

5 Which of these ancient cultures is credited with inventing block printing, an earlier form of printing?

- ☐ China
- ☐ India
- ☐ Egypt
- ☐ Greece

6 What was the first full-size book to be printed on a printing press in Europe?

- ☐ *Utopia*
- ☐ *The Bible*
- ☐ *The Prince*
- ☐ *The Divine Comedy*

7

Give two examples, other than the printing press, that tell how new ideas were spread among the regions of Europe during the Renaissance.

1. _____

2. _____

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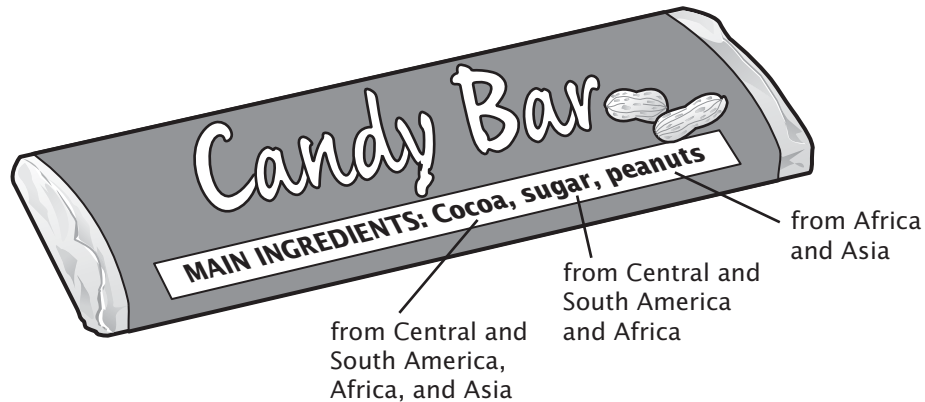
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Session 2 | Page 5

Directions

Use your own knowledge and the information below to do Numbers 20 and 21.

The average candy bar produced in the United States has several ingredients that have been imported from around the world.



20 Which of these would be a capital resource in the production of candy bars?

- ☐ the sugar used as an ingredient
- ☐ the people who sell the candy bars
- ☐ the farmers who grow the ingredients
- ☐ the machines used to manufacture the candy bars

21

In 1991, the President of the United States authorized a tariff on peanut imports. Choose two of the groups of people listed below. For each group chosen, name one possible economic effect of such a tariff.

1. Peanut farmers in the United States
2. Peanut farmers in other countries
3. Consumers in the United States

Group: _____

One possible economic effect on the group: _____

Group: _____

One possible economic effect on the group: _____

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Released Items Scoring Guide

Grade 11

Session: 2
Item: 7
Page: 5
Content Standard (s): 2B
Process Standard (s): 1.10

Stem:

Give two examples, other than the printing press, that tell how new ideas were spread among the regions of Europe during the Renaissance.

Description of a top score-point response:

The student gives two examples, other than the printing press, that tell how new ideas were spread among the regions of Europe during the Renaissance.

Example of a top score-point response:

1. Trade between Italy and other European countries spread new ideas during the Renaissance.
2. Rulers hired Italian artists to work for them, so people in those countries became familiar with new ideas during the Renaissance.

Other acceptable responses may include:

- Rulers hired Italian scholars/inventors to work for them, so people in those countries became familiar with new ideas during the Renaissance.
- Travelers/Messengers came to Italy and took back what they learned to their own countries.
- Religious events spread new ideas.
- Espionage helped spread new ideas.
- Letters/Poems/Literature spread new ideas and culture.
- Wars between Italian city-states and other areas in Europe spread culture.
- Fairs were held, which helped spread new ideas and culture.
- word of mouth/talking/storytellers/minstrels/musicians/theater

Scoring Guide:

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 points | Complete response: two examples, other than the printing press, of how new ideas were spread among the regions of Europe during the Renaissance |
| 1 point: | Minimal response: one example, other than the printing press, of how new ideas were spread among the regions of Europe during the Renaissance |
| 0 points | Other |

Session: 2
Item: 21
Page: 15
Content Standard(s): 4
Process Standard(s): 3.8, 1.6, 1.10

Stem:

In 1991, the President of the United States authorized a tariff on peanut imports. Choose two of the groups of people listed below. For each group chosen, name one possible economic effect of such a tariff.

1. Peanut farmers in the United States
2. Peanut farmers in other countries
3. Consumers in the United States

Description of a top score-point response:

The student names one economic effect of a tariff on each of two groups.

Example of a top score-point response:

Group: Peanut farmers in the United States

Peanut farmers in the United States would likely experience a gain in sales/output of peanuts because of the tariff causing higher prices on imported peanuts. This would increase profit potential for the peanut farmers in the United States and possibly provide new jobs to the American workforce.

Group: Peanut farmers in other countries

Peanut farmers in other countries would likely experience a drop or loss in sales to the United States markets. This would decrease their income potential and possibly put people out of work.

Other acceptable responses may include:

Group: Consumers in the United States

- United States' candy bar producers would no longer be able to buy the formerly lower-priced imported peanuts, and they would use the higher-priced domestic peanuts. The result would be that consumers would have to pay more for candy bars.
- will create less demand from consumers

Group: Peanut farmers in the United States

They would receive more value for their crops.

Group: Peanut farmers in other countries

They would seek other markets/grow other crops/reduce their output.

Scoring Guide:

2 points Complete response: one economic effect of a tariff on each of two groups

1 point Minimal response: one economic effect of a tariff on one group

0 points Other